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ABSTRACT

This text offers teachers and education majors practical, step-by-step guidance on how to create and use assessments. It can serve as the textbook for an undergraduate or first graduate course in educational assessment. This third edition focuses more clearly on classroom assessment than the previous editions. Each chapter has been revised with the goal of making the material more relevant to the practical issues teachers face. The chapters are: (1) "Classroom Decision Making and Using Assessment"; (2) "Describing the Goals and Learning Targets of Instruction"; (3) "Validity of Assessment Results"; (4) "Reliability of Assessment Results"; (5) "Professional Responsibilities, Ethical Behavior, and Legal Requirements in Educational Assessments"; (6) "Planning for Integrating Assessment and Instruction"; (7) "Completion, Constructed-Response, and True-False Items"; (8) "Multiple-Choice and Matching Exercises"; (9) "Essay Assessment Tasks"; (10) "Higher-Order Thinking, Problem Solving, and Critical Thinking"; (11) "Performance, Alternative, and Authentic Assessments"; (12) "Performance Tasks, Portfolios, Rating Scales, and Scoring Rubrics"; (13) "Formal and Informal Diagnostic Assessments"; (14) "Preparing Students To Be Assessed and Using Students' Results To Improve Your Assessments"; (15) "Evaluating and Grading Student Progress"; (16) "Standardized Achievement Tests"; (17) "Interpreting Norm-Referenced Scores"; (18) "Finding and Evaluating Published Assessments"; and (19) "Scholastic Aptitude, Career Interests, Attitudes, and Personality Tests." Eleven appendixes contain discussions of topics related to educational assessment and basic statistics and some examples of educational assessment. (Contains 209 figures, 119 tables, and 576 references.) (SLD)

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